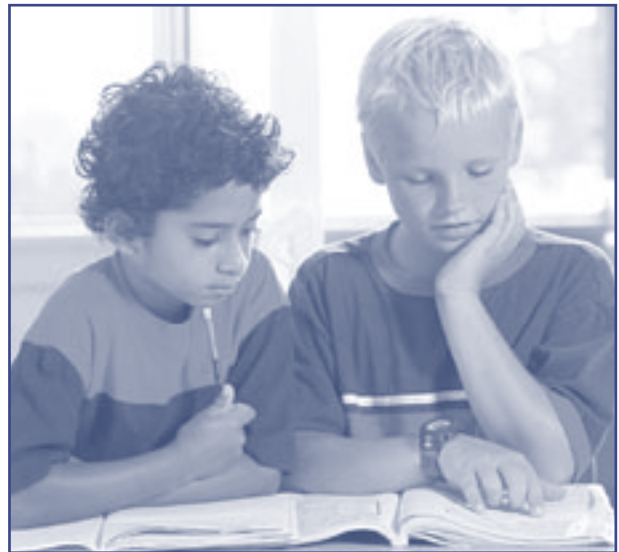


2004 Teaching and Learning Conference



June 21-23, 2004 • Holiday Inn Select, Columbia

Welcome

Dear Conference Participant:

Welcome to the eighth annual Teaching and Learning Conference: *The Heat Is on Performance*.

We know educators feel the pressure to produce high student achievement. Sometimes that pressure feels like the heat of the hottest summer day. The conference committee's mission was to build a program to help your school meet the challenges and help you "cool off" for the upcoming year.

The committee is devoted to supporting the needs of Missouri educators and students. As we planned, we considered suggestions from prior conference attendees, needs of educators, requests from districts, and current "hot topics." We believe the resulting seven strands are essential to student success in Missouri. The strands are:

- Higher Level Thinking Skills
- Secondary Literacy
- Measuring and Evaluating Teaching and Learning Through the Effective Use of the Administrative Walkthrough Process: Assessing Impact on Student Achievement
- Instructional Strategies That Work
- Elementary Literacy
- Teaching Children of Poverty – Closing the Gap
- Right! Writing Across the Curricula

On the third day of the conference, you will have an opportunity for a bonus mini-strand, which is free to all conference attendees. Attendees may choose "No Child Left Behind" or "Current Legislative Issues." These mini-strands allow attendees to hear the latest information concerning important issues and will include a question-and-answer time.

We are offering something new this year – a strand with electronic and face-to-face follow-up sessions. The "Instructional Strategies That Work" strand is a pilot for work which will address the professional-development requirements of "No Child Left Behind." This strand will add the component of ongoing professional development started at the conference. Strand participants will receive a book for use during and after the conference, participate in electronic discussions, and meet face-to-face and receive a second book in December 2004. All costs, except for the December transportation and lodging, are covered by the registration fees for this conference.

We hope that this year's conference is a wonderful professional-development opportunity for everyone, and that it will "recharge your battery." Have a great conference!

Sincerely,

Donna Cash, Co-chair
Lisa Walters, Co-chair
Cynthia Arendt
De Frink-Hedglin
Patricia Johnston
Howard Jones
Robin Lunsford
Kathy Parris
Randy Rook
Ginny Vandelicht



Conference Schedule

Monday, June 21

7:00 a.m. – 9:00 a.m.	Registration (<i>Atrium</i>)
7:00 a.m. – 8:30 a.m.	Continental Breakfast (<i>Windsor III & IV</i>)
8:30 a.m. – 8:45 a.m.	Welcome (<i>Windsor III & IV</i>)
9:00 a.m. – 12:00 p.m.	Strands
12:00 p.m. – 12:45 p.m.	Lunch (<i>Windsor III & IV</i>)
1:00 p.m. – 3:15 p.m.	Strands

Tuesday, June 22

7:00 a.m. – 8:30 a.m.	Registration (<i>Atrium</i>)
7:00 a.m. – 8:00 a.m.	Buffet Breakfast (<i>Windsor III & IV</i>)
8:15 a.m. – 12:00 p.m.	Strands
12:00 p.m. – 12:45 p.m.	Lunch (<i>Windsor III & IV</i>)
1:00 p.m. – 3:30 p.m.	Strands
3:30 p.m. – 4:30 p.m.	Team Time With Activities; Round-table Discussion (<i>Windsor III & IV</i>)

Wednesday, June 23

7:00 a.m. – 8:00 a.m.	Buffet Breakfast (<i>Windsor III & IV</i>)
8:15 a.m. – 12:00 p.m.	Strands
12:00 p.m. – 12:45 p.m.	Lunch (<i>Windsor III & IV</i>)
1:00 p.m. – 2:00 p.m.	Legislative Issues Update (<i>Parliament I & II</i>) No Child Left Behind (<i>Windsor I & II</i>)

Mark your calendar!

2005 Teaching and Learning Conference
June 20-22, 2005 • Holiday Inn Select, Columbia

Strands

Higher Level Thinking Skills

Miki Heyne and Woods Prael

Are you frustrated trying to understand how to help your students succeed on the MAP? We've got the answer: higher level thinking skills! But do you understand the correlation of higher level thinking skills and the MAP? Do you know strategies that build higher level thinking skills?

The focus of this strand is developing awareness of the correlation between the MAP and higher level thinking skills. To reach the advanced level on the MAP, students must be able to analyze information and solve problems. These skills take practice to develop, because we have simply asked students to memorize information in the past. We must retrain our students to think for themselves, ask questions about what they are learning, and justify their choices.

The strand will focus on active engagement in strategies that build higher level thinking skills and time to process how to apply the strategy in the classroom. Participants will explore how simple changes in the structure of the classroom can foster higher level thinking skills. In addition, we will discuss brain-based strategies that encourage students to question the world around them. Specific strategies to be explored are vocabulary development, concept attainment, backward design, open-ended questioning, and techniques for teaching students to expand answers, text-to-self connections, graphic organizers, and Socratic Seminar.

The final piece of the strand will focus on how to foster the development of these skills in your building through professional-development strategies that encourage dialoguing and safety among your peers regarding new strategies.

Miki Heyne is currently the Teach Scholar for the Professional Development School in conjunction with Graceland University and Blue Springs School District. She has a bachelor of science degree in elementary education and special education from Southwest Missouri State University and a master's degree in curriculum and instruction from the University of Missouri. Miki has taught elementary education for 23 years. During that time she was selected as Blue Springs' Teacher of the Year and was a STARR teacher.

She has published two elementary economic curricula with her sister, and she and her husband are currently writing a third economic and geography unit.

Woods Prael, is currently a high school English instructor in Leeton, Mo. He comes from a diverse background that includes attending the School for the Performing Arts in San Francisco, serving in the STARR program, and being nominated for the Outstanding Young Educators Award through the Association for Supervision and Curriculum Development (ASCD). He is currently a candidate for the National Board for Professional Teaching Standards (NBPTS) program. He received a bachelor of science in education degree from Central Missouri State University.

Secondary Literacy

William Brozo, Mary Sasser, and Debbie Lacy

In this strand, the presenters will challenge teachers to plan ways to implement school wide literacy reforms that meet the needs of all adolescent learners. Drawing on years of research in middle and secondary schools, the presenters will offer critical guidelines for establishing literacy reforms that are engaging, inclusive, and comprehensive. They will share actual case studies of secondary teacher leaders crafting responsive curricula and initiatives that helped maximize the academic potentials of students from a range of ability levels and cultural backgrounds.

The presenters will also demonstrate a variety of engaging, evidence-based strategies teachers can employ for meeting the literacy and learning needs of adolescents. The strategies they will share are derived from successful school and classroom practices.

Participants will discover ways to:

- use unobtrusive and curricularly-embedded assessments to determine reading levels of all students.
- integrate literacy across the secondary school curriculum.
- support struggling adolescent readers.
- meet the unique literacy needs of boys.
- enriching the overall literate culture of the school.
- plan and use data to meet the literacy needs of all students.
- establish and meet professional-development goals for improving literacy instruction.

William G. Brozo, professor of literacy in the graduate school of education at George Mason University, earned his bachelor's degree from the University of North Carolina and his master's and doctorate from the University of South Carolina. He has taught reading and language arts in junior and senior high school and is the author of numerous articles on literacy development for children and young adults. He speaks at professional meetings around the country and consults with teachers and administrators to discuss ways of enriching the literate culture of middle and secondary schools, as well as other topics.

Mary Sasser is currently participating in the Missouri STARR program providing training to teachers in a number of curricular areas in districts around the central region. Mary will return to Fulton High School where she has served as English department chair for the past several years.

Debbie Lacy also participates in the STARR program after teaching in the classroom for 26 years. Debbie has presented on a number of education topics including reading comprehension strategies, brain research, multiple intelligences, and Six Trait writing. Debbie will return to the classroom in Eldon.

Measuring and Evaluating Teaching and Learning Through the Effective Use of the Administrative Walkthrough Process: Assessing Impact on Student Achievement

Regional Professional Development Center Directors

Day One: Introductions/Agenda Review/Education/Instructional Leadership/Evaluation Planning

1. Needs Assessment and Self Review and Reflection
 - a. What are the current needs of your school or district?
 - b. Do you have a current personal professional-development plan?
 - c. What do you feel are the skills you need to assist/meet the needs of your school or district?
 - d. Are you familiar with current educational research on instructional leadership, principal effectiveness as it relates to student learning, and teacher instructional evaluation?

2. Introduction to Education as a Profession: The strand will begin with a thorough review of current research with focus on an individual vision for success and on teaching and learning.
3. The Personal Professional-Development Plan: The focus will be on the skills necessary for success in the principalship area of instructional leadership. As skills are introduced and learned, each participant will choose focus areas as part of their overall professional development plan.
4. Topics will be 1) planning for evaluation in instruction and effective teaching practices: effective use of a variety of data sources and 2) developing an instructional evaluation plan to assess impact on student learning.

Day Two: Effective Walkthrough Evaluation/Collecting Walkthrough Data/Organization and Use

1. Walkthrough Evaluation for Improved Student Performance: Three methods will be introduced and practiced through the use of simulations.
2. Methods and Tools for Gathering Data and Organizational Strategies.

Day Three: Providing Effective and Useful Feedback: Communication and Coaching Skills

1. Approaches for Preparing Staff and Students for the Walkthrough Process.
2. Methods of Sharing Feedback.
3. Individual Feedback Techniques.

The directors of the State Regional Professional Development Centers have many years of experience as teachers, administrators, facilitators, and leaders in education. Presenters include:

Becky Baldwin, Director, Northwest
Darl Davis, Director, Northeast
Marilyn Dishman-Horst, Assistant Director, Southwest
Dr. Dennis Dorsey, Director St. Louis
Cheri Fuemmeler, Director, Southeast
Dr. Kathy Jenson, Director, Kansas City
Dr. Paul Pitchford, Director, Heart of Missouri
Dr. Janie Pyle, Director, Southwest
Dr. Doris Ridder, Director, South Central
Gene Vinson, Director, Central
Dr. Wayne Walker, Associate Director, St. Louis

THE HEAT IS ON PERFORMANCE

Instructional Strategies That Work

Carol Bauer and Carol Pace

This strand will focus on incorporating research-based instructional strategies into curriculum, instruction, and assessment through professional development and data analysis. Practical strategies for making all the pieces of Senate Bill 380 and “No Child Left Behind” fit into districts and classrooms will be modeled. In addition, information will be provided to facilitate effective implementation. Strategies modeled and presented are applicable to all contents and all grade levels.

Participants will receive information to answer the following questions:

Curriculum: What should students know and be able to do to be successful on MAP?

Instruction: What can teachers do (short- and long-term) to increase student achievement? What research-based classroom strategies will work?

Assessment: How will teachers/administrators/buildings know students are mastering objectives?

Data: How can districts use data to make decisions about curriculum and instruction?

Professional Development: How can districts use data to plan and evaluate professional development?

Participants in this strand will receive the book, *A Handbook for Classroom Instruction that Works*, by Robert J. Marzano et al. In addition, for no extra charge, follow-up sessions are planned, including electronic discussion (from July through November) and a face-to-face meeting on Dec. 4, 2004. Participants will also receive a second book at the follow-up session. More information will be provided during the strand.

Carol Bauer and **Carol Pace** are currently K-12 Staff Development Coordinators for the Lebanon Public Schools who work with teachers and administrators in the areas of curriculum, instruction, and assessment. Carol Bauer has 22 years of teaching experience at the secondary level in mathematics and social studies. Carol Pace’s 18 years of teaching experience include self-contained fifth grade and remedial reading.

Carol and Carol were STARR teachers during the 1998-99 school year. They have facilitated professional development opportunities in their own district as well as statewide and national presentations to the Accelerated Schools Conference, the Department’s

Teaching and Learning Conference, the Department’s Satellite Academy, the Show-Me Curriculum Administrator’s Association, the Missouri State Teacher’s Association, the Missouri Association of Secondary School Principals, the National Association of State Boards of Education (NASBE), the Missouri State Board of Education, and CTB McGraw-Hill.

Elementary Literacy

Stacy Cole and Linda Schnakenberg

Participants will engage in a myriad of hands-on, active-learning strategies designed to increase the literacy of elementary students. This will be an “up-and-at-’em” workshop where participation, an open mind, and sense of humor are vital.

Participants will develop graphic organizers, complete writing activities, perform before, during, and after reading strategies, and enter into countless other endeavors to take back to elementary classrooms and plug in wherever students need a boost. Participants will work independently and in small groups to experience first-hand the kinds of learning that will abound in elementary classrooms.

Using these strategies in the elementary classroom will help MAP scores rise, student achievement soar, and self-esteem ignite. Join Stacy and Linda for an active, invigorating, and satisfying workshop full of literacy strategies in the forefront and plenty of fun on the side.

Stacy Cole is a teacher at Avenue City Elementary School near St. Joseph, where she has taught communication arts for the past 11 years. She graduated from Northwest Missouri State University with a bachelor's degree in elementary education and a master's degree as a reading specialist. Stacy is a former STARR teacher in the Northwest Region. She is involved in her school district and serves as Professional-Development Council chair, a Missouri Assessment Program senior leader (Class 10), and a member of the library committee.

Linda Schnakenberg is a teacher in the Kingsville R-1 School District where she has taught English for the past 24 years. She has a bachelor's degree in English, speech and drama and a master's degree in English from Central Missouri State University. Linda served as a STARR teacher in the 2001-02 school year. In addition, she has conducted numerous workshops on literacy strategies in schools across the state. Linda is currently the president-elect of Missouri State Teachers Association.

Teaching Children of Poverty – Closing the Gap

LaVietta Prichard

“When 40 percent of the students in a school live in poverty, the culture of the school becomes one of non-achievement,” states Dr. Ruby Payne, author of *A Framework for Understanding Poverty*.

This strand will offer answers to questions educators have been asking, including:

- Why don't students who live in poverty strive to achieve?
- What are the “hidden rules” of the poor, the middle class, and the wealthy?
- What resources do students need to be successful?
- How does language impact students from poverty?
- What is the key to helping students get out of poverty?
- What behavior problems do poor students exhibit, and what interventions could be used?
- What learning structures do students from poverty lack and what instructional strategies could be used to improve student achievement?

LaVietta Prichard received her bachelor's and master's degree in elementary education and taught elementary and middle school for 26 years. She has also worked as an adjunct professor for Southwest Missouri State University, Southwest Baptist University, and Missouri Southern State University. She now serves as staff development specialist for Missouri Accelerated Schools and Professional Learning Communities serving the southwest region of Missouri. LaVietta has been a Golden Apple Award Winner; a STARR teacher; has presented at many local, state, and national conventions; and is listed in *Who's Who Among America's Teachers*.

Right! Writing Across the Curricula

Julie Blaine and Linda Crain

Participants will learn strategies designed to help elementary students plan and organize simple paragraphs as a first step to writing multi-paragraph essays in all content areas. This interactive workshop will provide participants the opportunity to learn useful and practical writing skills and strategies to help all students. These skills and strategies will be presented and modeled as you will use them with students from kindergarten to eighth grade. Participants will have time to practice, discuss, and plan how to use the skills and strategies to guide daily instruction.

Curriculum, instruction, assessment, professional development, and the use of data to drive decisions will be discussed during this strand. Participants will leave with a plethora of writing skills and strategies that can be incorporated into all content areas.

Julie Blaine is currently assistant director of the Central Regional Professional Development Center (CRPDC) in Warrensburg. Julie served as a STARR teacher and has made state presentations to numerous organizations. In her 25 years as an educator, Julie has taught speech pathology, learning disabilities, first, fourth and fifth grades, middle school, and college.

Linda Crain is currently an instructional facilitator for the Grain Valley School District. Linda served as a STARR teacher and before that spent 10 years teaching third, fifth, sixth and seventh grade. Linda, while currently facilitating professional development opportunities in her own district, has made state and national presentations.

Mini-Strands

Current Legislative Issues

Mark VanZandt, General Counsel
Department of Elementary and Secondary Education

Each year, the changes in both federal and state law directly impact the operation of public schools in our state. This session will include changes in state law passed by the Missouri Legislature this year and other legal issues currently faced by school personnel.

No Child Left Behind (NCLB)

Michael Alexander, Director
Federal Instructional Programs
Department of Elementary and Secondary Education

In January 2002, President Bush signed the law known as "The No Child Left Behind Act." It reauthorized the existing Elementary and Secondary Education Act (ESEA). NCLB represents the most sweeping changes in federal law regarding public schools in nearly 40 years.

Information concerning the effects of NCLB on Missouri's districts, teachers, and students will be discussed in this mini-strand.

General Conference Information

Cost

The cost of the conference is \$275 per person. Teams of three or more from the same district receive a discounted rate of \$250 per person. The registration fee includes all conference materials; Monday's continental breakfast, lunch, and refreshments; Tuesday's buffet breakfast, lunch, and refreshments; and Wednesday's buffet breakfast, lunch, and refreshments. **Registration deadline is June 1, 2004.**

Lodging

Conference participants are responsible for making their own room reservations by contacting the Holiday Inn Select, 2200 I-70 Drive Southwest, Columbia, MO 65203; 573-445-8531. To receive the group rate of \$77.92, tell the operator that you are with the Teaching and Learning Conference when making reservations. The room block will be held until May 20, 2004. Check-in time is 4:00 p.m.; check-out time is 12:00 noon.

Refund Policy

Registration fees will be refunded only if Donna Cash, Department of Elementary and Secondary Education, receives your **written** request by June 3, 2004. Participants are responsible for payment unless registration is canceled in writing by June 3, 2004. **No refunds will be made after this date, but substitutions are welcome.**

Special Needs

The Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, age, sex, disability, or veteran status in its programs, services, or employment practices.

Anyone attending this conference requiring auxiliary aids or services must contact the Department's Curriculum Services Section at 573-751-2625 by June 3, 2004. Reasonable attempts will be made to accommodate special needs.

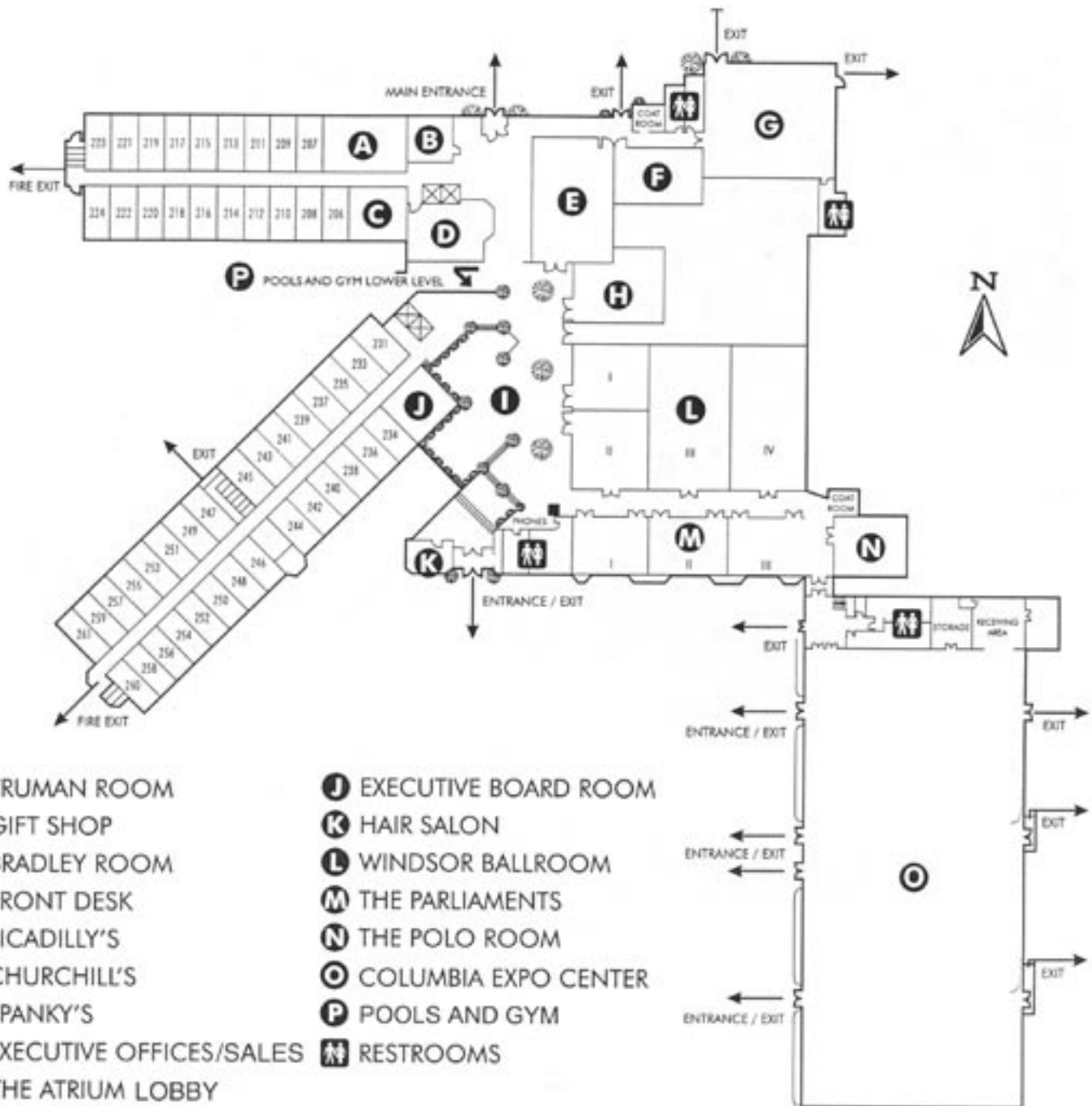
RELAY MISSOURI: 1-800-735-2966, TDD: or 1-800-735-2466, voice

Questions?

If you have questions about the 2004 Teaching and Learning Conference or need any special arrangements, contact the Department of Elementary and Secondary Education, at 573-526-5658 or e-mail Donna Cash at donna.cash@dese.mo.gov.



Holiday Inn Select



Registration Form

2004 Teaching and Learning Conference: *The Heat is on Performance*
June 21-23, 2004

Registration Deadline: June 1, 2004

Name _____ Title _____

School district/Organization _____

Home address _____ City, State, Zip _____

Summer daytime phone _____ Fax number _____

Summer e-mail address _____

Please check your **first** and **second** choice. *Strand registration is limited. On-site changes cannot be accommodated.*

First Choice	Second Choice	Strand topics
<input type="checkbox"/>	<input type="checkbox"/>	Higher Level Thinking Skills
<input type="checkbox"/>	<input type="checkbox"/>	Secondary Literacy
<input type="checkbox"/>	<input type="checkbox"/>	Measuring and Evaluating Teaching and Learning through the Effective Use of the Administrative Walkthrough Process: Assessing Impact on Student Achievement
<input type="checkbox"/>	<input type="checkbox"/>	Instructional Strategies That Work
<input type="checkbox"/>	<input type="checkbox"/>	Elementary Literacy
<input type="checkbox"/>	<input type="checkbox"/>	Teaching Children of Poverty – Closing the Gap
<input type="checkbox"/>	<input type="checkbox"/>	Right! Writing Across the Curricula

Please check the conference registration fee that applies. *Teams must consist of three or more educators from the same district, including an administrator.*

☐ \$275 Individual Registration Fee ☐ \$250 Team Registration Fee (*per person*)

☐ \$25 Additional Late Registration Fee (*after June 1*)

☐ State Employee - Interagency Billing (do not request a check to be processed through your accounting system; provide the following information):

Department name _____ Amount to be charged _____

Please check your method of payment.

☐ Payment enclosed \$ _____ Make check payable to: Treasurer, State of Missouri

☐ Bill my organization. Purchase Order number _____ is attached.

To register, mail completed form with payment to:

Donna Cash, Teaching and Learning Conference
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
or fax completed form and purchase order to 573-526-7861.

Confirmation will be sent by June 7.



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